LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS
INDEX TO VOLUME IX

Articles

Blanchard, M. M., and E. H. Hober, The Impact of State and Federal Legislation on Public School Speech, Language, and Hearing Clinicians: 2, 77-84.

Blonigen, J. A., Management of Vocal Hoarseness Caused by Abuse: An Approach: 3, 142-150.

Blood, G. W., and B. R. Greenberg, Normative Data for the Revised Score Sheet of the Test for Auditory Comprehension of Language: 4, 210-212.

Booth, T., Early Receptive Language Training for the Severely and Profoundly Retarded: 3, 151-154.

Bordogna, M., Forcucci, R. A., and J. Carlin, Variability in Test Scores of Forms A and B of the Peabody Picture Vocabulary Test Derived from Sampling a First-Grade Population: 2, 109-117.

Bush, Catharine S., Creative Drama and Language Experiences: Effective Clinical Techniques: 4, 254-258.

Coleman, R. O., and D. E. Anderson, Enhancement of Language Comprehension in Developmentally Delayed Children: 4, 241-253.

Costello, J., and J. Schoen, The Effectiveness of Paraprofessionals and a Speech Clinician as Agents of Articulation Intervention Using Programmed Instruction: 2, 118-128.

Dally, A., Language Remediation with Primary School-Age Children: 2, 85-90.

Davis, C. M., Programming Language for Severely Retarded Children: 4, 213-219.

Dworkin, J. P., Protrusive Lingual Force and Lingual Diadochokinetic Rates: A Comparative Analysis Between Normal and Lisping Speakers: 1, 8-16.

Dworkin, J. P., A Therapeutic Technique for the Improvement of Lingua-Alveolar Valving Abilities: 3, 169-175.

Flynn, P. T., Effective Clinical Interviewing: 4, 265-271.

Gerken, K. C., Language Dominance: A Comparison of Measures: 3, 187-196.

Hall, P. K., and C. L. Knutson, The Use of Preprofessional Students as Communication Aides in the Schools: 3, 162-168.

Hodson, B. W., A Preliminary Hierarchical Model for Phonological Remediation: 4, 236-240.

James, S. L., and M. Button, Choosing Stimulus Materials for Eliciting Language Samples from Children with Language Disorders: 2, 91-97.

Johnson, G. F., Coleman, K., and K. Rasmussen, Multidays: Multidimensional Approach for the Young Stutterer: 2, 129-132.

Mallory, Y., and D. L. Chapman, Sequential Features of Black Child Language: 4, 204-209.

Matheny, N., and J. M. Panagos, Comparing the Effects of Articulation and Syntax Programs on Syntax and Articulation Improvement: 1, 57-61.

Martin, J., and B. Engel, A Comparison of Two Procedures (NSST and Concrete Objects) for Measuring Receptive and Expressive Language of Mentally Retarded Children: 3, 176-182.

Mecham, Merlin J., Performance of Certain Minority Children on the Utah Test of Language Development: 2, 98-102.

Navarro, M. R., and D. A. Klodd, Impedance Audiometry for the School Clinician: 1, 50-56.

Navratil, K., and M. Petrasek, An Approach to Mainstreaming Language-Disabled Children in the Elementary School: 1, 17-23.

Nodar, R. H., Teacher Identification of Elementary School Children with Hearing Loss: 1, 24-28.

Parker, S., and J. Montague, Information Services for School Speech-Language Pathologists and Educational Audiologists: 2, 103-108.

Pickering, M., and P. Kaelber, The Speech-Language Pathologist and the Classroom Teacher: A Team Approach to Language Development: 1, 43-49.

Rabe, M. B., and M. W. Martin, Sex-Role Stereotypes in Speech and Language Tests: 2, 70-76.

Rampp, D. L., and M. Pannbacker, Indications and Contraindications for Tongue Thrust Therapy: 4, 259-264.

Ratusnik, D. L., Ratusnik, C. M., and K. Sattinger, Short-Form Application of the Screening Test of Spanish Grammar and the Northwestern Syntax Screening Test to Latino Children: 4, 220-235.

Ruscello, D. M., Recording Articulation Training Sessions: 2, 133-136.

Snope, T., A Program for the Remediation of Echolalia in Response to Questions: 3, 183-186.

Stone, E., Hurlbutt, N., and S. W. Coulthard, Role of Laryngological Consultation in the Intervention of Dysphonia: 1, 35-42.

Usdan, V. L., Utilization of the "Straw Technique" for Correction of the Lateral Lisp: 1, 5-7.

Weiner, F. F., and N. Bankson, Teaching Features: 1, 29-34.

Willbrand, M. L., and M. J. Kleinschmidt, Substitution Patterns and Word Constraints: 3, 155-161.

LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS
INDEX TO VOLUME IX

Articles

Blanchard, M. M., and E. H. Hober, The Impact of State and Federal Legislation on Public School Speech, Language, and Hearing Clinicians: 2, 77-84.

Blonigen, J. A., Management of Vocal Hoarseness Caused by Abuse: An Approach: 3, 142-150.

Blood, G. W., and B. R. Greenberg, Normative Data for the Revised Score Sheet of the Test for Auditory Comprehension of Language: 4, 210-212.

Booth, T., Early Receptive Language Training for the Severely and Profoundly Retarded: 3, 151-154.

Bordogna, M., Forcucci, R. A., and J. Carlin, Variability in Test Scores of Forms A and B of the Peabody Picture Vocabulary Test Derived from Sampling a First-Grade Population: 2, 109-117.

Bush, Catharine S., Creative Drama and Language Experiences: Effective Clinical Techniques: 4, 254-258.

Coleman, R. O., and D. E. Anderson, Enhancement of Language Comprehension in Developmentally Delayed Children: 4, 241-253.

Costello, J., and J. Schoen, The Effectiveness of Paraprofessionals and a Speech Clinician as Agents of Articulation Intervention Using Programmed Instruction: 2, 118-128.

Dally, A., Language Remediation with Primary School-Age Children: 2, 85-90.

Davis, C. M., Programming Language for Severely Retarded Children: 4, 213-219.

Dworkin, J. P., Protrusive Lingual Force and Lingual Diadochokinetic Rates: A Comparative Analysis Between Normal and Lisping Speakers: 1, 8-16.

Dworkin, J. P., A Therapeutic Technique for the Improvement of Lingua-Alveolar Valving Abilities: 3, 169-175.

Flynn, P. T., Effective Clinical Interviewing: 4, 265-271.

Gerken, K. C., Language Dominance: A Comparison of Measures: 3, 187-196.

Hall, P. K., and C. L. Knutson, The Use of Preprofessional Students as Communication Aides in the Schools: 3, 162-168.

Hodson, B. W., A Preliminary Hierarchical Model for Phonological Remediation: 4, 236-240.

James, S. L., and M. Button, Choosing Stimulus Materials for Eliciting Language Samples from Children with Language Disorders: 2, 91-97.

Johnson, G. F., Coleman, K., and K. Rasmussen, Multidays: Multidimensional Approach for the Young Stutterer: 2, 129-132.

Mallory, Y., and D. L. Chapman, Sequential Features of Black Child Language: 4, 204-209.

Matheny, N., and J. M. Panagos, Comparing the Effects of Articulation and Syntax Programs on Syntax and Articulation Improvement: 1, 57-61.

Martin, J., and B. Engel, A Comparison of Two Procedures (NSST and Concrete Objects) for Measuring Receptive and Expressive Language of Mentally Retarded Children: 3, 176-182.

Mecham, Merlin J., Performance of Certain Minority Children on the Utah Test of Language Development: 2, 98-102.

Navarro, M. R., and D. A. Klodd, Impedance Audiometry for the School Clinician: 1, 50-56.

Navratil, K., and M. Petrasek, An Approach to Mainstreaming Language-Disabled Children in the Elementary School: 1, 17-23.

Nodar, R. H., Teacher Identification of Elementary School Children with Hearing Loss: 1, 24-28.

Parker, S., and J. Montague, Information Services for School Speech-Language Pathologists and Educational Audiologists: 2, 103-108.

Pickering, M., and P. Kaelber, The Speech-Language Pathologist and the Classroom Teacher: A Team Approach to Language Development: 1, 43-49.

Rabe, M. B., and M. W. Martin, Sex-Role Stereotypes in Speech and Language Tests: 2, 70-76.

Rampp, D. L., and M. Pannbacker, Indications and Contraindications for Tongue Thrust Therapy: 4, 259-264.

Ratusnik, D. L., Ratusnik, C. M., and K. Sattinger, Short-Form Application of the Screening Test of Spanish Grammar and the Northwestern Syntax Screening Test to Latino Children: 4, 220-235.

Ruscello, D. M., Recording Articulation Training Sessions: 2, 133-136.

Snope, T., A Program for the Remediation of Echolalia in Response to Questions: 3, 183-186.

Stone, E., Hurlbutt, N., and S. W. Coulthard, Role of Laryngological Consultation in the Intervention of Dysphonia: 1, 35-42.

Usdan, V. L., Utilization of the "Straw Technique" for Correction of the Lateral Lisp: 1, 5-7.

Weiner, F. F., and N. Bankson, Teaching Features: 1, 29-34.

Willbrand, M. L., and M. J. Kleinschmidt, Substitution Patterns and Word Constraints: 3, 155-161.

on Public

, 142-150.
ne Test for

tarded: 3,

d B of the
on: 2, 109-

echniques:

n Develop-

linician as

mparative

ar Valving

tion Aides

236-240.
mples from

ach for the

)4-209.
Programs

bjects) for
176-182.
Language

1, 50-56.
Children in

g Loss: 1,

athologists

Teacher: A

2, 70-76.
ue Thrust

Screening
Children:

, 183-186.
the Inter-

o: 1, 5-7.

nts: 3, 155-